

DOCUMENT RESUME

ED 429 010

SC 029 693

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TITLE Wisconsin's Model Academic Standards for Family and Consumer Education.
INSTITUTION Wisconsin State Dept. of Public Instruction, Madison.
ISBN ISBN-1-57337-057-6
PUB DATE 1997-00-00
NOTE 32p.; For related documents, see SO 029 694-695.
AVAILABLE FROM Wisconsin State Dept. of Public Instruction, Publication Sales, Drawer 179, Milwaukee, WI 53293-0179; Tel: 800-243-8782 (Toll Free).
PUB TYPE Guides - Non-Classroom (055)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Standards; Competency Based Education; *Consumer Education; Elementary Secondary Education; Family Involvement; *Family Life Education; Models; Social Responsibility; *State Standards
IDENTIFIERS *Family and Consumer Sciences; Family Communication; Practical Reasoning; *Wisconsin

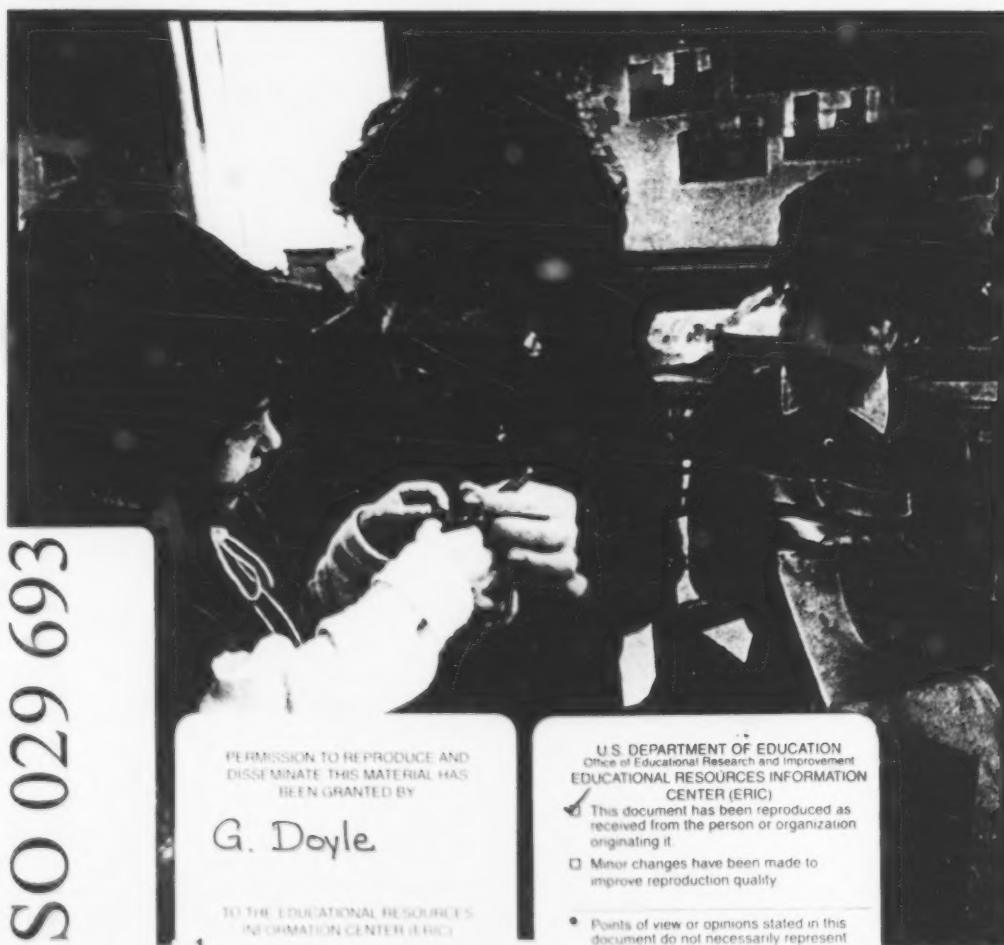
ABSTRACT

To assist parents and educators in preparing students for the twenty-first century, Wisconsin citizens have become involved in the development of challenging academic standards in 12 curricular areas. Having clear standards for students and teachers makes it possible to develop rigorous local curricula and valid, reliable assessments. This model of academic standards is for the area of family and consumer education. The introduction defines the academic standards, explains how they were developed, and suggests how to use and apply them across the curriculum. An overview of family and consumer education contains sections on the following topics: continuing concerns of the family; practical reasoning; family action; personal and social responsibility; work of family; and learning to learn. Sample proficiency standards are also included. (BT)

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WISCONSIN'S MODEL ACADEMIC STANDARDS FOR

Family & Consumer Education



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Wisconsin's Model Academic Standards for Family and Consumer Education

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This publication is available from

Publication Sales
Wisconsin Department of Public Instruction
Drawer 179
Milwaukee WI 53293-0179
(800) 243-8782

Bulletin No. 98033

ISBN 1-57337-057-6

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Foreword

The past two years have been exciting for everyone at the Department of Public Instruction (DPI) as Wisconsin citizens became involved in the development of challenging academic standards in 12 curricular areas. We are now completing one of the most important educational planning efforts in the history of our state. Never before has there been greater discussion about education and what our students should know and be able to do before they graduate from high school.

Effective schools research tells us that one of the most important elements in improving the results of education is being clear about standards. Having clear standards for students and teachers makes it possible to develop rigorous local curricula and valid and reliable assessments. The data from such assessments tells us where we need to place our emphasis as we improve teaching and learning. Being sure that the entire community has input into academic standards is essential if everyone is to have ownership in the education of our students. We are proud that we have developed challenging academic standards not only in the areas traditionally associated with large-scale state and district assessment, but also in subjects where assessment takes place primarily in the classroom.

We believe that these standards will greatly assist parents and educators in preparing students for the twenty-first century. Although Wisconsin has traditionally led the nation in educational excellence, clear statements about what students should know and be able to do are necessary to maintain this strong tradition. My thanks to those of you in all walks of life who have contributed to this important effort.

John T. Benson
State Superintendent

Acknowledgments

Over time there have been many contributors to the Family and Consumer Education (FCE) standards development process. We are particularly grateful for the efforts of three special groups—the FCE Writing Team, Task Force, and Leadership Council; the many teachers who contributed performance tasks and samples of student work for possible inclusion in this edition; and numerous educators and citizens throughout Wisconsin who reviewed and made suggestions for improving each draft. Listed below are the names of those individuals who were involved in the development process and submitted materials used in setting proficiency standards.

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Special thanks to Greg Doyle, Director of the Education Information Services Team, Donna Collingwood, Gail Endres, Amy French, Robin Gee, Victoria Horn, and Jill Ness for their valuable contributions to this publication. Their talents and assistance are sincerely appreciated.

Introduction

Defining the Academic Standards

What are academic standards? Academic standards specify what students should know and be able to do, what they might be asked to do to give evidence of standards, and how well they must perform. They include content, performance, and proficiency standards.

- Content standards refer to *what* students should know and be able to do.
- Performance standards tell *how* students will show that they are meeting a standard.
- Proficiency standards indicate *how well* students must perform.

Why are academic standards necessary? Standards serve as rigorous goals for teaching and learning. Setting high standards enables students, parents, educators, and citizens to know what students should have learned at a given point in time. The absence of standards has consequences similar to lack of goals in any pursuit. Without clear goals, students may be unmotivated and confused.

Contemporary society is placing immense academic demands on students. Clear statements about what students must know and be able to do are essential to ensure that our schools offer students the opportunity to acquire the knowledge and skills necessary for success.

Why are state-level academic standards important? Public education is a state responsibility. The state superintendent and legislature must ensure that all children have equal access to high quality educational programs. At a minimum, this requires clear statements of what all children in the state should know and be able to do as well as evidence that students are meeting these expectations. Furthermore, academic standards form a sound basis on which to establish the content of a statewide assessment system.

Why does Wisconsin need its own academic standards? Historically, the citizens of Wisconsin are very serious and thoughtful about education. They expect and receive very high performance from their schools. While educational needs may be similar among states, values differ. Standards should reflect the collective values of the citizens and be tailored to prepare young people for economic opportunities that exist in Wisconsin, the nation, and the world.

Developing the Academic Standards

How were Wisconsin's model academic standards developed? Citizens throughout the state developed the academic standards. The first phase involved educators, parents, board of education members, and business and industry people who produced preliminary content and performance standards in 12 subjects including English language arts, mathematics, science, social studies, visual arts, music, theatre, dance, family and consumer education, foreign language, health education, and physical education. These standards are benchmarked to the end of grades 4, 8, and 12.

The next step required public input aimed at getting information to revise and improve the preliminary standards. This effort included forums and focus groups held throughout the state. The state superintendent used extensive media exposure, including telecommunications through the DPI home page, to ensure the widest possible awareness and participation in standards development.

Each subject had at least two drafts taken to the general public for their review. All comments received serious consideration. Based on this input, the standards were revised to reflect the values of Wisconsin's citizens.

Who wrote the academic standards and what resources were used? Each subject area's academic standards were drafted by teams of educators, parents, board of education members, and business and industry people that were sub-groups of larger task forces. This work was done after reviewing national

standards in the subject area, standards from other states, standards from local Wisconsin school districts, and standards developed by special groups like the nationwide New Standards Project.

How was the public involved in the standards process? The DPI was involved in extensive public engagement activities to gather citizen input on the first two drafts of the academic standards. Over 10 focus group sessions, 16 community forums, and more than 450 presentations at conferences, conventions, and workshops were held. More than 500,000 paper copies of the standards tabloids have been distributed across the state in addition to more than 4,000 citizen visits to the standards on the DPI web page. Input from these activities, along with more than 90 reviews by state and national organizations, provided the writers with feedback on Wisconsin's model academic standards.

Will academic standards be developed in areas other than the 12 areas listed above? Yes, currently the DPI has convened five task forces to begin development of academic standards in agriculture, business, environmental education, marketing, and technology education. Task force members include educators, parents, school board members, and representatives of business and industry. These academic standards will be completed by the start of the 1998-99 school year.

Using the Academic Standards

How will local districts use the academic standards? Adopting these standards is voluntary, not mandatory. Districts may use the academic standards as guides for developing local grade-by-grade level curriculum. Implementing standards may require some school districts to upgrade school and district curriculums. In some cases, this may result in significant changes in instructional methods and materials, local assessments, and professional development opportunities for the teaching and administrative staff.

What is the difference between academic standards and curriculum? Standards are statements about what students should know and be able to do, what they might be asked to do to give evidence of learning, and how well they should be expected to know or do it. Curriculum is the program devised by local school districts used to prepare students to meet standards. It consists of activities and lessons at each grade level, instructional materials, and various instructional techniques. In short, standards define what is to be learned at certain points in time, and from a broad perspective, what performances will be accepted as evidence that the learning has occurred. Curriculum specifies the details of the day-to-day schooling at the local level.

What is the link between statewide academic standards and statewide testing? Statewide academic standards in mathematics, English language arts, science, and social studies determine the scope of statewide testing. While these standards are much broader in content than any single Wisconsin Student Assessment System (WSAS) test, they do describe the range of knowledge and skills that may appear on the tests. If content does not appear in the academic standards, it will not be part of a WSAS test. The statewide standards clarify what must be studied to prepare for WSAS tests. If students have learned all of the material indicated by the standards in the assessed content areas, they should do very well on the state tests.

Relating the Academic Standards to All Students

Parents and educators of students with disabilities, with limited English proficiency (LEP), and with accelerated needs may ask why academic standards are important for their students. Academic standards serve as a valuable basis for establishing meaningful goals as part of each student's developmental progress and demonstration of proficiency. The clarity of academic standards provides meaningful, concrete goals for the achievement of students with exceptional education needs (EEN), LEP, and accelerated needs consistent with all other students.

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Academic standards may serve as the foundation for individualized programming decisions for students with EEN, LEP, and accelerated needs. While the vast majority of students with EEN and LEP should be expected to work toward and achieve these standards, accommodations and modifications to help these students reach the achievement goals will need to be individually identified and implemented. For students with EEN, these decisions are made as part of their individualized education program (IEP) plans. Accelerated students may achieve well beyond the academic standards and move into advanced grade levels or into advanced coursework.

Clearly, these academic standards are for all students. As our state assessments are aligned with these standards and school districts adopt, adapt, or develop their own standards and multiple measures for determining proficiencies of students, greater accountability for the progress of all students can be assured. In Wisconsin this means all students reaching their full individual potential, every school being accountable, every parent a welcomed partner, every community supportive, and no excuses.

Applying the Academic Standards Across the Curriculum

When community members and employers consider what they want citizens and employees to know and be able to do, they often speak of broad areas of applied knowledge such as communication, thinking, problem solving, and decision making. These areas connect or go beyond the mastery of individual subject areas. As students apply their knowledge both within and across the various curricular areas, they develop the concepts and complex thinking of an educated person.

Community members need these skills to function as responsible citizens. Employers prize those employees who demonstrate these skills because they are people who can continue learning and connect what they have learned to the requirements of a job. College and university faculty recognize the need for these skills as the means of developing the level of understanding that separates the expert from the beginner.

Teachers in every class should expect and encourage the development of these shared applications, both to promote the learning of the subject content and to extend learning across the curriculum. These applications fall into five general categories:

1) Application of the Basics

2) Ability to Think

- Problem solving
- Informed decision making
- Systems thinking
- Critical, creative, and analytical thinking
- Imagining places, times, and situations different from one's own
- Developing and testing a hypothesis
- Transferring learning to new situations

3) Skill in Communication

- Constructing and defending an argument
- Working effectively in groups
- Communicating plans and processes for reaching goals
- Receiving and acting on instructions, plans, and models
- Communicating with a variety of tools and skills

4) Production of Quality Work

- Acquiring and using information
- Creating quality products and performances
- Revising products and performances
- Developing and pursuing positive goals

5) Connections with Community

- Recognizing and acting on responsibilities as a citizen
- Preparing for work and lifelong learning
- Contributing to the aesthetic and cultural life of the community
- Seeing oneself and one's community within the state, nation, and world
- Contributing and adapting to scientific and technological change

Overview of Family and Consumer Education

Families play a very important role in our individual lives and in society. It is in the family that we learn to relate to, care about, and help others; acquire attitudes about learning and work; build interaction and communication skills; form patterns of responding to the environment; develop ways of thinking and reasoning; and learn right from wrong. Family members can and often do work together within the family and with other families to improve conditions in the home, workplace, community, and world.

Students in Wisconsin should understand and appreciate the family's significance as a social institution and its role in

- meeting members' physical needs for food, clothing, shelter, and economic resources;
- nurturing members' cognitive, social, emotional, physical, and brain development, and well being across the life span; and
- creating democratic groups and a more democratic society.

Students should develop the knowledge, attitudes, and skills needed to be contributing members of families and to deal critically and creatively with family-related concerns now and in the future.

Wisconsin's model academic standards for family and consumer education are designed to support and complement the family's role. They indicate what all students should know and be able to do to function independently and interdependently as family members, workers, and citizens in a complex, global society. The standards are intended as general guidelines for use in local decision making and not as a curriculum document or a comprehensive list of topics to be covered in a semester or year of study.

The academic standards are consistent with reform efforts at the national level and in several other states. The shift in thinking is reflected in the profession's new vision statement:

Family and consumer sciences education empowers individuals and families across the life span to manage the challenges of living and working in a diverse global society. Its unique focus is on families, work, and their interrelationships. From "Family and Consumer Sciences in the 21st Century," by Jan Bowers, *NASSP Bulletin* 80.561 (Sept. 1996), p. 3.

Viewed collectively, the standards provide an integrated approach to family and consumer education. They are organized around six representative ideas that connect main features of the discipline: continuing concerns of family, practical reasoning, family action, personal and social responsibility, work of family, and learning to learn.

Finally, the academic standards are based on an instructional program that accommodates individual differences in learning needs and the talents of all students. Students actively engage in hands-on and laboratory experiences and reflect on what they learn. For example, students in *Parents and Children* courses discuss and practice parenting skills in conjunction with an academically rigorous exploration of issues related to child development.

There is wide variation in what, how much, and when core concepts in family and consumer education are introduced to students in Wisconsin schools. In some elementary schools, students learn core concepts through family and community action projects conducted by middle and high school students. However, with few exceptions, programs in family and consumer education begin in middle school and not in elementary school.

Furthermore, family and consumer education programs at the middle school and high school levels often contain a combination of required and elective courses. Some offer students the opportunity to participate in Future Homemakers of America (FHA/HERO), a co-curricular vocational student organization that helps young men and women become strong leaders in their families, careers, and communities. In addition to program offerings for all students, high school students with a career interest in foods service or child services may elect to participate in Wisconsin's Cooperative Education Skill Certificate Programs. Besides learning what productive workers need to know and be able to do in an occupation or a specific industry, these programs offer one-year paid work experience.

Because of these variations in programs, the academic performance standards for family and consumer education are not grade specific. Rather, they indicate expectations of what students might do to show they have met the content standards at introductory, intermediate, and advanced levels of study. Level of study is determined by what, how much, and when core concepts in family and consumer education are introduced to students.

PERFORMANCE STANDARDS

► BY THE END OF AN INTRODUCTORY LEVEL OF STUDY, STUDENTS WILL:

A: Continuing Concerns of the Family

CONTENT STANDARD

Students in Wisconsin will understand the meaning and significance of the broad, continuing concerns of the family.

Rationale: Continuing concerns of the family are broad questions of social significance about what action to take. They are ongoing in that the same questions come up again and again in different situations and generations. One of the biggest ongoing concerns for families is "What kind of life should we create and live as a family and society?" Other concerns focus on how families relate to various forces and conditions affecting their lives and the environments in which they live, work, and contribute, such as the home, workplace, neighborhood, community, and world. How and whether families address these concerns can have a strong impact not only on individual members of the family, but also on society at large. Students need to develop the skills necessary to identify and understand continuing concerns of families.

- A1: identify several contributions the family makes in meeting family members' needs for food, clothing, shelter, and economic resources; encouraging development of all family members throughout life; and taking action to improve conditions in the home, workplace, neighborhood, community, and world
- A2: identify and give examples of continuing concerns of the family, such as what should be done to
 - learn ways to interact and communicate with others
 - cultivate feelings of respect about oneself and others
 - provide adequately for the family's food, clothing, health, and safety
 - relate to others within and outside the family
 - maintain cooperative attitudes and ways of working within the family
 - learn ways to think for oneself and make decisions
 - conserve natural resources
- A3: identify a variety of resources individuals and families use for addressing continuing concerns of the family
- A4: explain why it is important to learn about continuing concerns of the family



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► **BY THE END OF AN INTERMEDIATE LEVEL OF STUDY, STUDENTS WILL:**

- A1: explain the personal and social significance of the family in meeting family members' needs for food, clothing, shelter, and economic resources; nurturing the development of all family members throughout life; and taking action to improve conditions in the home, workplace, neighborhood, community, and world
- A2: describe several significant, broad, continuing concerns of the family, such as what should be done to
- manage human and natural resources wisely in providing for the family's physical needs
 - help children develop the ability to access, analyze, evaluate, and communicate information (media literacy)
 - implement democratic ideals at home, including fairness and respect for others
 - develop work attitudes and values, including pride in the quality of work
 - assess the appropriate value to give to material goods
 - establish communication within the family and with other social settings of concern to the family
 - create a critical-thinking climate in the home
- A3: describe how to determine the significance of family-related concerns and analyze the significance of an existing situation related to an ongoing concern
- use data gathered from a variety of sources to describe the current situation
 - identify the personal and social significance of current conditions
 - describe different goals that families might have in the situation
- A4: identify gaps between existing conditions and goals and ask specific questions for further investigation

► **BY THE END OF AN ADVANCED LEVEL OF STUDY, STUDENTS WILL:**

- A1: demonstrate the significance of the family in meeting family members' physical needs for food, clothing, shelter, and economic resources; nurturing the development of all family members throughout life; and taking action to improve conditions in the home, workplace, neighborhood, community, and world
- A2: analyze the personal and social significance of a family-related concern, such as what should be done to
- balance personal, family, work, and community life
 - encourage children to develop ethical principles consistent with respecting the environment, themselves, and others
 - build lasting, nurturing relationships
 - appreciate the value of aesthetic expression in the home
 - make informed choices about consumer practices and products
 - examine blocks to creative and critical thinking about parenting, food, health, or work
 - direct the future and respond to technology and technological processes
- A3: investigate an existing problematic situation of ongoing concern to the family
- gather data from a variety of sources, including how different people view the situation and goals to accomplish
 - explain how the situation evolved
 - identify factors or conditions that are amenable to change
- A4: propose a question for further investigation and give reasons to explain its importance

B: Practical Reasoning

CONTENT STANDARD

Students in Wisconsin will understand and use practical reasoning skills to address broad, continuing concerns of the family.

Rationale: Practical reasoning is a special kind of thinking process that families can use in everyday problem-solving situations to help them investigate complex issues or questions of concern to the family. Family members use their critical- and creative-thinking skills and communication to search for and process relevant information from a variety of sources. They organize and use this information to reach a conclusion about what to do. The culmination of the practical-reasoning process is family action. Students who develop these skills are more likely to approach everyday problem solving more deliberately, with greater flexibility, and increased open-mindedness.

PERFORMANCE STANDARDS

► **BY THE END OF AN INTRODUCTORY LEVEL OF STUDY, STUDENTS WILL:**

- B1: give examples that show how the process of practical reasoning works
- B2: identify parts of the practical-reasoning process and describe their functions
 - form a conclusion about what should be done in this situation
 - give reasons to support the conclusion using information about context, goals, means, and consequences
 - assess the adequacy of the reasons given and the reasoning
- B3: explain when families should use practical reasoning
- B4: use practical reasoning to investigate a specific concern, such as what to do about a disagreement on the playground or in the school hall or what to do about making healthy eating choices in the school cafeteria
 - gather information about the concern and assess its accuracy and relevance
 - form a conclusion about what should be done in this situation
 - give reasons to support the conclusion using information about context, goals, means, and consequences
 - assess the adequacy of the reasons given and the reasoning

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► **BY THE END OF AN INTERMEDIATE LEVEL OF STUDY, STUDENTS WILL:**

- B1: analyze the parts of the practical-reasoning process
- B2: explain how each part works and the relationships among the parts of the practical-reasoning process
- B3: apply practical reasoning to a current family-related issue or concern described in the media, such as what should be done to ensure food safety in the home or workplace, and what should be done to resolve conflict
 - gather and interpret information about the situation, goals, and probable consequences of different courses of action
 - form sound conclusions about what should be done in the situation
 - give reasons to support conclusions using information about the context, goals, means, and consequences
 - evaluate the evidence and reasoning used in forming conclusions
- B4: detect and correct errors in using the parts of the practical-reasoning process

► **BY THE END OF AN ADVANCED LEVEL OF STUDY, STUDENTS WILL:**

- B1: apply practical reasoning to investigate a family-related concern that is of personal interest
 - identify a significant family-related concern
 - interpret information about the historical, personal, and social context
 - pose a relevant question based on information about the context
 - critically examine and justify the goals selected to accomplish in this context
 - search for and process information about action strategies that might be used to reach goals
 - examine probable consequences and weigh risks of each action strategy
 - give reasons to support conclusions about what to do in the situation
 - evaluate the evidence and reasoning and revise conclusions as needed
- B2: review findings with classmates at each stage of the practical-reasoning process
- B3: record personal reflections about what is being learned from the experience
- B4: construct a model to show how the practical-reasoning process worked in a specific situation



C: Family Action

CONTENT STANDARD

Students in Wisconsin will understand and use reasoned action to address broad, continuing concerns of the family and to accomplish family goals.

Rationale: The actions families take or do not take in response to their concerns have significant consequences for themselves and others. Communication, reflection, and the application of technical information, methods, and tools are three types of reasoned action families use to accomplish their goals. Family members communicate to understand each other, to resolve continuing concerns, to build nurturing relationships, and to establish connections to the outside world. Reflection helps family members identify and evaluate attitudes, beliefs, and patterns of thinking and acting that can block creative and critical thinking and communication. Families use technical information, methods, and tools to manage their environment and provide for the physical well being of family members (including food, clothing, shelter, and economic resources). Students who use their understandings about family action can actively participate in their own development and influence the conditions of their lives now and in the future.

PERFORMANCE STANDARDS

► BY THE END OF AN INTRODUCTORY LEVEL OF STUDY, STUDENTS WILL:

- C1: use communication to reach understanding and agreement about what to do
 - identify and give examples of effective communication and factors that affect communication
 - explain the importance of family communication, such as communicating to coordinate activities, divide work, form healthy work attitudes and habits, meet the basic physical needs of members, build nurturing relationships, socialize children, make connections outside the family, and develop and use their intellectual and ethical potential
 - establish and use norms to guide classroom discussions, such as taking turns speaking, actively listening, expressing ideas honestly, respecting different views, suspending judgment, acknowledging and building on others' ideas
 - practice interpersonal and small-group skills in other social settings, such as with friends, at club meetings, and at home
- C2: understand and use reflection in everyday life
 - describe what it means to be reflective
 - explain the importance of using reflection, such as family member use of reflection to identify and evaluate attitudes, beliefs, and patterns of thinking and acting that affect accomplishment of goals
 - identify situations that call for reflection in daily life
 - identify and test the accuracy of assumptions contained in various media, such as assumptions about friendship, health and nutrition, and conflict resolution in stories, advertising, television programs, or videos
- C3: understand and apply technological information, methods, and tools
 - explain and give examples to show why families need technological information, methods, and tools, such as to manage resources and meet family members' physical needs for food, clothing, shelter, and economic resources
 - identify different kinds of resources available to help families reach their goals
 - locate technical information about how to reach specific goals, including specific skills, procedures, and tools that might be used to reach them
 - develop, implement, and assess an individual, family, or community action plan designed to reach specific goals, such as preparing a nutritious snack for another class; childproofing a house; publicizing food, traffic, fire, or toy safety tips; taking care of one's own or others' pets

BY THE END OF AN INTERMEDIATE LEVEL OF STUDY, STUDENTS WILL:

- C1: understand and use communication to reach understanding and agreement about what to do
 - give examples that illustrate effective and ineffective communication in different settings
 - demonstrate how to speak and respond with empathy and respect, such as asking questions to probe intended meanings, negotiating shared meaning, and asking for and giving feedback
 - analyze examples of communication breakdowns and identify ways communication might be improved in these situations
 - use reliable procedures to gather, record, and interpret data on patterns of interaction during class discussions
- C2: understand and use reflection in everyday life
 - describe ways to use reflection before, during, and after an activity or event
 - explain what might happen when certain attitudes, beliefs, and patterns of thinking and acting are taken for granted
 - identify and test the accuracy of assumptions contained in various media, such as assumptions about success, work, technological progress, and interpersonal relationships in stories, advertising, television programs, or videos
 - identify different perspectives about common assumptions
- C3: understand and apply technological information, methods, and tools
 - give examples that illustrate how families use technological information, methods, and tools
 - describe and give examples of specific situations that call for the use of technological information, methods, and tools
 - develop, implement, and assess an individual, family, or community action plan designed to reach specific goals, such as managing one's time or money, conducting a family council meeting, organizing a campaign to conserve energy or reduce wastes, or preparing and serving meals to the elderly
 - retrieve, examine, and use relevant information about the project
 - identify personal knowledge and skills, procedures, and tools to use
 - summarize and assess the results of the project

BY THE END OF AN ADVANCED LEVEL OF STUDY, STUDENTS WILL:

- C1: understand and use communication to reach understanding and agreement about what to do
 - identify personal strengths and interpersonal characteristics and skills that need improvement
 - devise and implement a plan to reach a personal communication goal, monitor progress, evaluate results, and write a summary report
 - demonstrate the ability to interpret what is being communicated through language, social behavior, and other forms of art and customs
 - demonstrate interpersonal and small-group skills, such as responding to others with respect and empathy, clarifying group tasks or goals, resolving different points of view during discussion, resolving interpersonal disagreements, and reflecting on group processes and procedures
- C2: understand and use reflection in everyday life
 - use reflection to identify and evaluate personal attitudes, beliefs, and patterns of thinking and acting
 - test the validity of personal attitudes, beliefs, and behaviors, and describe how one might go about changing those that have problematic consequences, such as those that interfere with communication or prevent creative and critical thinking in the family
 - identify cultural assumptions contained in various media, such as notions about parent-child relations, beauty, violence, economic progress, or consumerism in stories, advertising, television programs, or videos
 - explain how cultural assumptions influence human development and why these assumptions should be examined publicly
- C3: understand and apply technological information, methods, and tools
 - identify appropriate and inappropriate uses of technological information, methods, and tools in everyday life
 - identify ways to manage the home environment to meet the physical needs of the family or enhance living spaces
 - develop, implement, and assess an individual, family, or community action plan designed to reach specific goals, such as designing living space to meet the needs of persons of different ages, preparing and serving a meal that meets dietary restrictions, planning special story times for preschool or elementary school youngsters, setting up a panel or cable television show on which local employers describe family-friendly work policies, or organizing a community forum to discuss local concerns about the development of citizenship values (honesty, respect, and responsibility)
 - retrieve, examine, and use relevant information about the project
 - identify personal knowledge and skills, procedures, and tools to use
 - evaluate the effectiveness of the project

D: Personal and Social Responsibility

CONTENT STANDARD

Students in Wisconsin will assume responsibility as family members and citizens, and take informed, socially responsible individual, family, and community action.

Rationale: Families play an important role in generating and preserving values and can encourage their members to take informed, socially responsible action. It is in the home that compassion for others and democratic ideals are first introduced and practiced. Through family communication and reflection, members can develop feelings of concern about others and can learn to apply ethical principles of respect, equality, and justice when making choices and judgments. Students are more likely to become confident, contributing family members and citizens when they get involved in individual, family, and community action.

PERFORMANCE STANDARDS

► BY THE END OF AN INTRODUCTORY LEVEL OF STUDY, STUDENTS WILL:

- D1: give examples of individual, family, and community action
- D2: describe a specific family-related concern in the classroom, school, or neighborhood
 - set clear and realistic goals that address this concern
 - describe actions that might be taken to reach goals
 - predict the potential impact these actions might have on the people who will be affected
- D3: develop, implement, and assess an individual, family, or community action plan designed to reach specific goals
 - summarize results
 - describe what was learned from the experience
- D4: work cooperatively on classroom tasks, such as developing an agenda for a meeting and facilitating a small-group or classroom meeting
- D5: apply citizenship values (including honesty, respect, and responsibility), and work cooperatively to resolve dilemmas that come up at school, such as difficulties over respecting public and private property, practicing honesty, and dealing with physical or verbal abuse



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► **BY THE END OF AN INTERMEDIATE LEVEL OF STUDY, STUDENTS WILL:**

- D1: explain what it means to take informed, socially responsible action
- D2: survey the school, neighborhood, or community to identify a family-related issue or concern
- D3: develop, implement, and assess an individual, family, or community action plan designed to reach specific goals
 - respond to questions and/or criticisms of plans from classmates
 - use feedback in revising plans as needed
 - analyze the results, write a reflective summary explaining the results, and use the results to identify next steps
- D4: apply leadership skills during classroom discussions or FHA-HERO chapter meetings, such as skills in perceiving problems and thinking them through, presenting ideas, understanding others' views, understanding and responding to conflicts and disagreements that arise during discussion, and applying citizenship values (including honesty, respect, and responsibility)
- D5: set an individual, family, or community action goal and record progress toward accomplishment of the goal

► **BY THE END OF AN ADVANCED LEVEL OF STUDY, STUDENTS WILL:**

- D1: explain what it means to assume personal and social responsibility as a family member and citizen
- D2: use practical reasoning in making choices about an individual, small group, or classroom action project
 - define an existing individual, family, or community need or concern
 - determine the best course of action to take in the situation
- D3: develop, implement, and assess an individual, family, or community action plan designed to reach specific goals, including plans for unanticipated events, such as rain or snow on the day of scheduled outing
 - present plans to classmates for review and use feedback in making needed revisions
 - review classmates' plans and give fair and constructive feedback
 - collect and analyze data about results from different sources
 - write a project report including a reflective summary about what was learned from the action project
- D4: describe changes in personal resources for judging and improving leadership skills
- D5: discuss possible action strategies or solutions to everyday ethical dilemmas in light of citizenship values, such as honesty, respect, and responsibility.

E: Work of Family

CONTENT STANDARD

Students in Wisconsin will understand and actively use specific knowledge, attitudes, and skills related to creating conditions in the family and society to accomplish the work of the family.

Rationale: Work of the family refers to family efforts to accomplish the full development of family members and the continued development of a democratic society. Through various types of action, families create conditions within the family and in society that support and challenge the cognitive, social, emotional, physical, and brain development, and well being of family members throughout life. By developing members' capacities for informed and socially responsible action, families participate in the development of society. The family can be a place where democracy is practiced. Individuals can work together as a family unit and with other families to discuss common concerns and take reasoned action to improve conditions in the home, workplace, community, and world. Students who develop an understanding of the role of family work are more likely to appreciate the significance of their individual choices for the family and society.

PERFORMANCE STANDARDS

► BY THE END OF AN INTRODUCTORY LEVEL OF STUDY, STUDENTS WILL:

- E1: define the concept, work-of-family, and explain its importance
- E2: identify and give examples of work of family goals
- E3: identify some factors and conditions that affect the family's ability to do its work
- E4: show some similarities and differences between family work and work in other settings
- E5: describe some of the knowledge and skills needed for work of family



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► **BY THE END OF AN INTERMEDIATE LEVEL OF STUDY, STUDENTS WILL:**

- E1: give examples that show the meaning and significance of family work
- E2: summarize current understandings of family work goals and relationships between family work and other social settings that affect the family
- E3: describe how family work has changed over time and identify some cultural similarities and differences
- E4: describe some factors and conditions that affect the development of individuals, families, and society
- E5: access, analyze, and evaluate selected sources of information about human growth and development

► **BY THE END OF AN ADVANCED LEVEL OF STUDY, STUDENTS WILL:**

- E1: integrate information from a variety of sources that show how various community settings affect the family's ability to do its work
- E2: assess the working conditions of a specific environment that affects the family and explain what changes are needed to make it supportive of the family
- E3: devise and implement a plan based on reliable sources of information to improve the working conditions in a specific environment
- E4: make an organized oral presentation of project results using the appropriate props, visuals, materials, and equipment
- E5: show how various work-of-family concepts are related, such as self-development, formation of society, continuing concerns of family, practical reasoning, family action, challenge and support, and life skills



PERFORMANCE STANDARDS

F: Learning to Learn

CONTENT STANDARD

Students in Wisconsin will reflect on their thinking, manage learning tasks, evaluate their work, monitor their progress and attitudes toward learning, and set new learning goals.

Rationale: Many habits of thinking, attitudes toward working and learning, and work readiness skills are established in early childhood before the child enters school. Thus, the family has a major influence on children's intellectual and social development. Families who keep informed and skillful in addressing the concerns they continually face experience joy and satisfaction from accomplishing family work goals. Students, therefore, should continue to develop the understanding, attitudes, and skills for meeting life and work tasks resourcefully and for lifelong learning.

► BY THE END OF AN INTRODUCTORY LEVEL OF STUDY, STUDENTS WILL:

- F1: demonstrate the ability to attend to learning tasks
 - describe how children learn to attend to tasks
 - explain the physical characteristics that help focus attention, such as sitting up straight, maintaining eye contact, and deep breathing
 - identify some distractions to learning, such as responding without thinking
- F2: demonstrate the ability to set learning goals
 - give examples of goal setting in family life
 - identify personal knowledge and skills related to a specific learning task and areas where improvement is needed
 - set a specific, short-term learning goal
- F3: demonstrate the ability to monitor attitudes
 - describe how attitudes toward learning and work habits are formed
 - give examples of how attitudes affect work habits and learning
 - identify personal attitudes toward different learning tasks and work habits
- F4: demonstrate the ability to use self-evaluation skills
 - describe how to use positive self talk and planning to complete difficult learning tasks in everyday life and work settings, such as learning to speak up in a group
 - make, implement, and assess a simple action plan to reach a specific short-term learning goal
 - use basic reading, listening, speaking, writing, and viewing skills to access information, such as listening to others' feedback about progress in learning



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► **BY THE END OF AN INTERMEDIATE LEVEL OF STUDY, STUDENTS WILL:**

- F1: demonstrate the ability to attend to learning tasks
- explain the family's role in helping to focus attention on learning tasks
 - make adjustments in attention level to meet the demands of the task, such as working physically to regain and maintain focus on a specific learning task
 - practice skills in handling distractions, such as stopping during a difficult task to identify current thinking and deliberately setting aside an important thought until a specific learning task is completed
- F2: demonstrate the ability to set learning goals
- explain the importance of goal setting in everyday family life and work
 - develop a time frame for reaching a series of specific short-term goals, such as finding out about specific careers
 - describe what to look for to determine whether specific goals have been accomplished
- F3: demonstrate the ability to monitor attitudes
- give examples from different media that show how attitudes affect work habits and learning
 - practice asking questions to identify personal attitudes and work habits
 - describe how specific thoughts about a difficult learning task affect personal behavior
- F4: demonstrate the ability to use self-evaluation skills
- give examples of paired problem-solving in everyday life, such as family members or peers working together on a specific learning task or problem
 - describe specific knowledge, attitudes, and skills learned in other classes that help with planning
 - make, implement, and assess an action plan to reach a series of specific learning goals that help to reach long-term goals, including the specific resources needed to complete the action plan

► **BY THE END OF AN ADVANCED LEVEL OF STUDY, STUDENTS WILL:**

- F1: demonstrate the ability to attend to learning tasks
- explain the significance of the family in developing life skills, such as regulating attention and goal setting, problem solving, and self-evaluation skills
 - consistently use strategies to focus attention on learning
 - demonstrate self-discipline, perseverance, concentration on learning tasks, and the skills for identifying and handling distractions
- F2: demonstrate the ability to set learning goals
- identify a long-term learning goal based on an assessment of personal knowledge, skills, and priorities
 - ask probing questions about progress toward a specific learning goal and identify next steps
 - tutor a young child on how to set specific learning goals
- F3: demonstrate the ability to monitor attitudes
- identify personal learning-style preferences and the learning styles of other participants when working in small groups
 - explain how personal learning-style preferences affect accomplishment of learning tasks
 - try a variety of learning styles to accomplish tasks
- F4: demonstrate the ability to use self-evaluation skills
- evaluate personal strengths on specific types of learning tasks and identify areas that need improvement
 - deliberately use action planning to improve learning
 - monitor the effectiveness of action plans and determine what might be done differently next time

Sample Proficiency Standard

There is wide variation in what, how much, and when core concepts in family and consumer education are introduced to students in Wisconsin schools. In some elementary schools, students learn core concepts through individual, family, and community action projects that are conducted by middle and high school students. However, with few exceptions, programs in family and consumer education begin in the middle school and not in the elementary school. Further, the programs at the middle school and high school levels often contain a combination of required and elective courses.

Therefore, the performance standards for family and consumer education are not grade specific. Rather, they indicate expectations of what students might do to show they have met the content standards at introductory, intermediate, and advanced levels of study. Level of study is determined by what, how much, and when core concepts in

family and consumer education are introduced to students.

With respect to the examples of student work shown here, although there are differences in the questions addressed in the plans, of most interest are the types of changes that occur in planning proficiency between the introductory, intermediate, and advanced levels of study. We all know people who approach life in a carefree manner without much attention to planning. However, most of us find that planning helps us accomplish goals and meet life and work tasks more resourcefully. Students are introduced to planning processes in family and consumer education in a variety of ways. For example, students engage in hands-on and laboratory experiences in the classroom where they plan and carry out individual, family, and community action projects. They also use planning to determine individual or team action in Future Homemakers of America programs (FHA/HERO) that are available in some schools.

FAMILY AND CONSUMER EDUCATION

C: Family Action

CONTENT STANDARD

Students in Wisconsin will understand and use reasoned action to address broad, continuing concerns of the family and to accomplish family goals.

D: Personal and Social Responsibility

CONTENT STANDARD

Students in Wisconsin will assume responsibility as family members and citizens, and take informed, socially responsible individual, family, and community action.

PERFORMANCE STANDARDS

C3 and D3 (combined): Students at the introductory, intermediate, and advanced levels of study develop individual, family, or community action plans designed to reach specific goals.

SAMPLE TASK

We have examined what it means to be a responsible family member and citizen. During the labs, we spent time practicing some of the skills individuals and families use when taking reasoned action. Finally, we have explored planning skills that help in achieving goals.

Challenge: Select a significant family-related concern or issue you would like to do something about. Write a one-to-two page action plan for a project that can be carried out over a six-to-nine week period. Outline the service you want to provide to address the concern. List your goals and answer questions connected to the planning process (what, why, who, when, where, how, cost, resources, and evaluation). Submit your written proposal for review. Be sure to include enough detail so the reviewer understands what you are proposing to do. There will be an opportunity to revise your plans based on the feedback you get from the reviewer. Optional: You may produce plans using the computer.

Your performance in planning will be judged by the extent to which you identify a significant family-related concern; give reasons to explain your selection of this concern; identify clear and realistic goals; address the identified concern in planning; and provide a complete plan.

SAMPLES OF STUDENT WORK

EXPLANATIONS OF RATINGS OF STUDENT WORK

Introductory Level of Study:

Proficient Example

This example is from a student in an exploratory family and consumer education course. The plan provides an organized overview of the proposed project. There is enough detail to prompt reviewer questions for further thought. It meets the requirements of the assignment to plan a short-term service-learning project that focuses on an important concern of the family. The plan represents proficient but not advanced planning at the proposal stage. The planner identifies a workable project that is of personal interest and meets a local community need. The proposed action also has potential impact on the family unit. The plan establishes what will be accomplished and contains a checklist of things that need to be done. Although some consideration is given to finding available resources (people, places, publications, and funds), it is not clear that the planner understands the abilities, skills, and knowledge required to carry out these tasks. The plan identifies some participants but does not describe how they will be affected by the proposed action. Without a timetable it is unclear whether the plan is realistic.

Family Action Project

Problem

My family likes to camp and fish. We can't fish at some spots that we used to go to. In the past the Willow Race has been a very good trout fishing area. Then major floods came through and destroyed the good over head cover and caused major bank erosion. The Trout Unlimited group and DNR thought they should restore the fish habitat. They decided to put in lunger structures to help improve the habitat and restore the number of trout in the Willow Race. This will improve fishing and the trout population will be healthy once again. Trout Unlimited and DNR are looking for volunteers to build 47 lunger structures in the Willow Race.

Action Plan

- 1) Talk with my uncle and his friends about the problem.
- 2) Find out what is involved and how long the project will take.
- 3) Convince my family to spend a day working on this project with me.
- 4) Read up on how to build lunger structures.
- 5) Figure out what it will cost to take lumber to the location.
- 6) Check to see if there are any community resources.
- 7) Arrange transportation to the Willow River Race parking lot.
- 8) Meet other volunteers on September 14 at 9:00 am at the parking lot.
- 9) Help assemble the lunger structures.
- 10) It is a way for us to have fun working on something important. It is a way I could personally contribute my services in helping restore damage to the trout stream.

Reflection

- 1) Write down what happens and the results.
- 2) Think about next steps.

Sources

- 1) *Trout Stream Therapy*, by Robert L. Hunt, pages 1-74, published 1993
- 2) *Unit Construction of Trout Habitat Improvement Structures for Wisconsin Coulee Streams*, by David M. Vetrano, pages 1-35, published 1988
- 3) *Guidelines for Management of Trout Streams in Wisconsin*, by Ray White and Oscar Brynildson, page 64, published 1967
- 4) *Wisconsin Stream Habitat Management*, by Betty Les, published 1980

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Intermediate Level of Study:
Proficient Example

This example is from a student who is enrolled in a family and consumer education course and is also a member of a FHA chapter. The plan is well-organized and reasonably complete. It meets the requirements of the assignment to plan a short-term service-learning project that focuses on an important concern of the family. Although sketchy in places, it does address the main questions in planning. There is enough detail for the reviewer to grasp what the planner has in mind and to raise questions for further consideration. The goal is clear and seems realistic in this context. The plan represents proficient but not advanced planning at the proposal stage. The rationale reflects the planner's everyday experience and seems sincere, but seems to lack some of the conviction usually associated with high levels of personal and social responsibility and commitment. The fact that the planner's concerns focus on extreme examples reflects a relatively superficial understanding of young children's needs and the limits of a 45-minute lesson on this issue.

Staying Safe and Avoiding Danger

Rationale

Last month I saw Home Alone II. It was funny but it showed some dangerous things that can happen when children are left alone. At our FHA chapter meeting we read the story, *Try Again Red Riding Hood*. It was written by children about keeping safe. Our chapter is doing peer education in 2nd grade this fall. I decided to do a benevolent action project in F.C.E. on what children can do if they are home alone and start feeling scared.

Concerns

Some of my concerns about this problem are that somebody could get hurt choking or get locked outside in the cold or accidentally start a fire. What if a stranger comes to the door?

Goals

My goal is to go to Mr. D's 2nd grade class and teach some safety rules to follow if they are home alone. I want to take direct action that helps other people first hand. This will help me develop leadership skills which is something we are learning about in FHA.

Plan

To research the topic and teach 2nd graders how to stay safe and avoid danger

what:

45 minute presentation on staying safe and avoiding danger to 2nd grade class

who:

2 classmates will help me in the classroom

how:

gather information on how to stay safe and avoid danger
rent & watch video from public library
make a lesson plan
find or make activities 2nd graders like to do
get friends in class to help me try out the activities

when & where:

end of October in the elementary school annex

resources:

Zing and Zip: The Troggs of Wongo Wongo Wood, for children by Sue Gordon & Sandy Litt
Trust Your Feelings, book of activities for teachers.
Feeling Safe, tape of 9 songs about staying safe

Follow-up Response

Write down how to improve my project next time
Check with Mr. D to see what the 2nd graders learned

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Advanced Level of Study:
Proficient Example

This example is from a student enrolled in a required course in family and consumer education that focuses on family relationships. The plan is well-organized and relatively complete for planning at the proposal stage. There is sufficient detail for the reviewer to grasp what the planner is proposing to do. The planner specifies personal interests and seems appropriately cautious given the current limits of knowledge and skill described in the plan. The planner seems willing to invest the time and energy needed to develop the skills related to volunteering in this situation. This goes beyond the requirements of a short-term service-learning project and probably reflects a deeper understanding of potential consequences and the seriousness of the issues. Several information search strategies are mentioned. The planning is proficient but not advanced. More attention is given to activities and details than on defining the concern and its significance. It is not clear how the fourth goal will be addressed.

Action Plan: "Breaking the Cycle"

1. How I got interested?

I want to do something that has a positive impact on children. In class we have been reading about strong family relationships. Ideas about domestic abuse are on the news every night because of publicity about a trial. The TV alerts on abuse gave telephone numbers that victims can call for help. I called the number of a shelter in town to get some ideas for my project and talked to the Director.

She told me that the shelter tries to break the cycle of abuse. Some children from violent homes think force is the only way to solve problems. Maybe she could talk about this to our class. When I asked if I could do something, she said they needed volunteers to help with child care when the mothers go to counseling. The shelter needs money to buy toys, personal items, and clothes because sometimes victims leave home with only the clothes they are wearing. Maybe our class could sponsor a fund raiser. The flyer on protective behaviors led me to think we could do a domestic awareness month and publicity campaign on nonviolence.

2. What resources are available to me?

After talking with my teacher and some friends in class, the librarian gave me the number for an organization that provides information about working with children from abusive homes. The woman I talked to said that some of these children have behavior problems.

I like the idea of doing volunteer work with children. I have worked with a lot of children in the past - babysitting, tutoring, and teaching in the primary school. I like them and they seem to like me too. It worries me that I won't know what to do if there are problems.

3. What I want to do?

I chose to volunteer at the shelter because I can develop and use child development skills. The goals for my project are

- To help care for children at the shelter.
- To show understanding for victims of abuse.
- To develop skills for working with children.
- To promote awareness of signs of abuse.

4. How will I do it?

My plan is to learn as much as I can - talk with people who work at the shelter, do some more reading about the topic, observe the children, and get training. Then I can plan some fun activities. The librarian said she'd help me get information from the internet. I plan to keep a journal.

**ADVANCED LEVEL OF STUDY:
PROFICIENT EXAMPLE, Continued**

When & Where	Activities	Who	Resources
September	1. Meet with & get approvals from parents teacher, & administrator	CS, parents teacher, adm	
	2. Earn money baby-sitting to pay costs	CS	
	3. Get bus schedule, find out how long it takes	CS	bus pass
shelter	4. Call Director at shelter to volunteer		
	5. Schedule & prepare for interview, meet with Director about my responsibilities & expectations	CS & Dir	
shelter	6. Check with parents' schedules	CS, parents	
	7. Set up date, get copy of observation form from teacher, observe at shelter	CS, Dir	
	8. Get folder from teacher & read more about abuse	CS	folder
October	9. Schedule training session & attend talk with teacher	CS, trainer	no cost
shelter	10. Set up dates at shelter & provide child care	CS	
shelter	11. Discuss with staff, plan activities (songs, role-plays, games, stories, art, food activities), check with teacher about making things in class	supplies	
school	12. Keep journal	CS	journal
shelter	13. Talk with trainer if there are problems	CS, trainer	
December	14. Meet with the Director at end of the project	CS, Dir	
shelter	15. Write report, present to class, interview with teacher to discuss what I learned	CS, teacher	
school			
5. How will I know how I'm doing?			
-Talk about plan with teacher			
-Keep a journal			
-Talk to staff at shelter if there are problems			
-See if children like activities			

Appendix

In addition to the Standards Development Team, the following people contributed to the development of Wisconsin's Model Academic Standards for Family and Consumer Education by serving as reviewers or by contributing samples of student work. Their contributions are gratefully acknowledged:

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Draft versions of these family and consumer education standards were sent to members of the following groups, many of whom sent in comments that also influenced our work:

American Association of Family and Consumer Sciences
Family and Consumer Sciences Division Research Committee, American Vocational Association Pre-Session on the
National Standards Project
Family and Consumer Sciences Education Association
Future Home Makers of America, Inc.
National Association of Teacher Educators of Family and Consumer Sciences
National Association of State Administrators of Family and Consumer Sciences Education
National Coalition for Family and Consumer Sciences Education
National Standards Project for Family and Consumer Sciences
University of Wisconsin Extension System
Wisconsin Association of Family and Consumer Sciences
Wisconsin Cooperative Educational Service Agencies
Wisconsin Family and Consumer Educators
Wisconsin Technical College System

The task force sincerely thanks all others, who sent in written response sheets, who are too numerous to be listed here, for taking the time to read and comment on drafts of our work.

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Notes

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ISBN 1-57337-082-7